

Taking Liberties

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PDF, to be used in place of the worksheet students would normally have in a physical class.

Topic

Gender equality and human rights

Aims

- To reflect on gender stereotypes
- To read about human rights
- To practice speaking in a discussion about human rights
- To review vocabulary related to rights and freedoms
- To practice giving opinions

Age group and level

Adults and secondary learners at CEFR level B1 and above

Time

Approximately 60 minutes

Materials

Taking Liberties remote teaching class presentation

Introduction

This lesson plan is adapted from the British Council publication *Integrating Global Issues in the Creative English Language Classroom*, which offers classroom activities that focus on the United Nations 17 Sustainable Development Goals (SDGs). This lesson plan focuses on Goal 5: Achieving gender equality and empowering all women and girls, and is based on an activity from chapter 6 of the publication. In it, students will reflect on gender stereotypes, discuss human rights, review vocabulary related to rights and look at a timeline of women's rights in the UK. They will also develop their speaking skills in a discussion activity and have the option to research their own timeline for another country.

Procedure

Before the lesson	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to ‘mute’ the students’ microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
1. Lead in (10-15 minutes)	<ul style="list-style-type: none"> • Before opening the class presentation, and without telling students what the topic of the lesson is, tell them that they are going to do a creative activity in which they will invent four characters. You want them to invent and write down a name, two to three adjectives to describe the person and to write a brief description of what they look like (hair, eyes, body shape). You will just tell them what the person does for a job, and they must invent the rest. Give them two to three minutes to make notes for each character.

	<ol style="list-style-type: none"> 1. Fighter pilot 2. Primary school teacher 3. Nurse 4. Scientist <ul style="list-style-type: none"> • When students have made notes for all four characters, put them into breakout rooms in pairs. Ask them to compare notes and monitor the breakout rooms to help with vocabulary. If you do not have access to breakout rooms, you could ask different students to briefly describe their characters. • Bring students back into the main room and ask them which characters they made male, and which female. Why did they make those choices? • Explain that this activity is taken from an experiment done with primary school students for a project called 'Redraw the Balance'. The video is here - you might want to show this at the end of class if students are interested: https://www.youtube.com/watch?v=qv8VZVP5csA). In the experiment, primary students drew people doing jobs like firefighter, surgeon and fighter pilot almost exclusively as men. Gender stereotypes are defined between five and seven years of age. Ask if your students showed similar bias. Explain that in this lesson students will think about gender equality.
2. Vocabulary focus (5-10 minutes)	<ul style="list-style-type: none"> • Show slide 2 of the class presentation. • Tell students to look at the task and read the sentences on the slide First, read through them to check understanding. Help with any vocabulary problems. Students should work individually to choose the three that are the most important for them, and think of reasons why. They can write them down. • Show slide 3 of the class presentation. • Put students into pairs or small groups in breakout rooms and ask them to compare which rights they feel are most important -encourage them to discuss why. Then ask them to discuss the two questions on slide 3. You might have to send them a copy of the slide in the chat so they have access in the breakout rooms, or simply write the two questions in the chat box. Get some feedback from the class. If you do not have breakout rooms, you can ask different students to compare what they chose and do this and the discussion as an open class activity.
3. Timeline (15 mins)	<ul style="list-style-type: none"> • Show slide 4 of the class presentation. • Explain that the table shows different women's rights that have been gained in the UK between 1867 and 2015. Make a copy of this slide and send it to your students through the chat so that they can access it in breakout rooms.

NOTE: You may need to pre-teach some vocabulary here, for example: *healthcare, property, suffrage, earnings law, CEO, time off work*. To do this, you could read out definitions as students look at the slide / document, asking students to identify the word being defined, e.g. “*find a word that means services for giving medical help to people*” (healthcare), or “*find a word which means the right to vote*” (suffrage). Students could write their answers in the chat (first one to write the correct word gets a point), or raise their hand to answer.

Suggested Definitions:

Healthcare – *services for giving medical help to people*

Property – *objects or buildings that belong to someone*

Suffrage – *the right to vote in elections*

Earnings – *the amount of money you get for working*

Law – *rules made by the government*

CEO – *the boss of a company*

Time off work – *periods of time when you*

- Students work in groups to decide which order these rights were obtained. You could give them the first one to start. The focus here is not on them getting the exact order, but rather on them talking about the rights and speculating when they were obtained.
- Alternatively, you could dictate the following dates for the students to write down, and then ask students in groups to match each right to the date that it was obtained in the UK. Again, encourage discussion here. You could also use this as an opportunity to practice the pronunciation of dates – e.g. Eighteen sixty seven. If you don't have breakout rooms, students could do this individually, and then compare answers in a whole class discussion.

DATES: 1867, 1870, 1880, 1926, 1928, 1948, 1975, 1982, 1997, 2013, 2015

NOTE: feel free to choose which rights to include in this activity, depending on your students and context. You could choose 5-6 rights and just work with those. If you choose this option, you could write the ones you choose in the chat box or on a document and share your screen with your students.

- After 10 minutes, bring the groups back to the main room, and get some feedback. Which rights do they think are most recent / the oldest?
- Show slide 5 of the class presentation.

	<ul style="list-style-type: none"> Slide 5 shows the rights in the correct order with the dates they were obtained. Are there any surprises? How does this timeline compare with women's rights in their own country?
4. Discussion (10-15 mins)	<ul style="list-style-type: none"> Show slide 6 of the class presentation. Again, you might want to select the questions that are most appropriate for your learners, or ask them to choose 3-4 questions from the slide that they would like to discuss. Again, put students into breakout rooms (you can change groups so that students are working with different people). Ask them to discuss the questions and encourage them to give reasons for their answers. Monitor the discussions in the breakout rooms and make a note of any errors or good language to focus on at the end of the discussion. You can either regroup students to report back on what they discussed with different students or do some whole class feedback in the main room.
Optional homework / extra activity	<ul style="list-style-type: none"> As an optional extension or homework activity, you could ask students to research a similar timeline of women's rights (or other human rights) for their own country or a country they know well. They could report back the following class, or make an online poster detailing the most important rights gained.

Contributed by

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